

# Unit: Establishing Procedures, Relationships and Respect

## Lesson plan: Circle of Space

Lesson Objective: (What are we going to do today?)

Circles of space: 1, 2, 3, and 4

Learning what is comfortable for one person, may not be for another. What is personal space?

Establish our “Circle Space” to be used throughout the year for establishing space between each other

Review: (Questions, quick writes, quick sketch)

What is personal space?

When are you comfortable? When are you uncomfortable?

When is it safe? When is it not safe?

Direct Instruction: (Teacher talk)

Please get into a circle so we are very close to one another. If anyone feels uncomfortable doing this, please watch from your desk while we start. This will be CIRCLE 1 SPACE. I will start some music and would like you to dance, be careful of your neighbor. When the music stops, you stop dancing and please sit down. Talk about how they felt being that close to one another. When is that ok, when is it not ok? What should you do if it makes you uncomfortable. Please take 2 steps back. This will be CIRCLE 2 SPACE. Repeat the process. Please take 3 steps back. This will be CIRCLE 3 SPACE. Repeat the process. Please take 4 steps back. This will be CIRCLE 4 SPACE. Repeat the process.

Guided Practice: (They work, you observe, computer time)

Call out a circle number, have them get there and play the music to dance. When you stop the music, they stop and sit.

Individual Practice: (They work, practice new skills)

Designate different class leaders, have them call out a circle number and have the class move.

Checking for understanding: (Double check where the rough spots are)

Check to see that the children are moving in the right direction whether the number gets larger or smaller.

If not, have them sit down, review by drawing circles on the board, number the circles, let them review and try again.

Independent practice:

Divide them into groups of 3. You call out a circle number, then start the music to have them dance. Stop the music, call out another number have them move (check with each other) then turn on the music to dance. Repeat as you observe.

Closure: (Ask what they learned)

Have them come together. Call out a CIRCLE # so they know how to sit. Talk about appropriate times for each personal space allotment. Have them go back to their desks and take out their journals. They can write Circle of Space at the top of the page. Draw 4 concentric circles and label them starting from the inside out: 1, 2, 3, and 4.

Date used:

Notes to self:



# Unit:

## Establishing Procedures, Relationships and Respect

### Lesson plan: P.R.O.P.S.

Lesson Objective: (What are we going to do today?)

P.R.O.P.S.: PLEASE RESPECT OTHER PEOPLE SPEAKING

Learning how to be good listeners when others are speaking so they feel respected and heard.

Please circle up - Circle Space 2 today!

Review: (Questions, quick writes, quick sketch)

How do you feel when you are speaking and people don't listen? Can someone give me an example.

How do you think it makes other people when you DO listen?

Direct Instruction: (Teacher talk)

We are going to use this special ball today while we have morning circle to learn to be better listeners.

You may only speak when you are holding the ball. We will practice and learn this skill in our circle, and then we will use it in our regular classroom when we want/need to.

Guided Practice: (They work, you observe, computer time)

Teacher holds the ball and says, "Good morning class. Today I feel \_\_\_\_\_"

Stop and explain that you will call out a name, when you have that person's attention, you will gently throw the ball to them and that person will repeat what you said. "Good morning class! Today I feel \_\_\_\_\_" Repeat the process.

Individual Practice: (They work, practice new skills)

Count around the circle (the same number 3 x's in a row) 1,1,1 - 2,2,2 - 3,3,3 - 4,4,4 - 5,5,5 - 6,6,6 - 7,7,7 - 8,8,8

With your small group of same numbers, form a smaller circle and practice with each other. I will give each group a small ball to work with.

Checking for understanding: (Double check where the rough spots are)

Walk around between the small groups, listen and watch. Remind them that the only person you should hear speaking is the person holding the ball.

Independent practice:

Have them come back to the larger circle (they should easily be able to scoot back) and practice again with the large group saying a person's name, passing the ball, saying another person's name, passing the ball, speed it up, but with CONTROL!

Closure: (Ask what they learned)

As you debrief, use the ball to reiterate the lesson! Say a name, pass the ball and ask one thing they learned, have them pass it along!

Date used:

Notes to self:



# Unit: Establishing Procedures, Relationships and Respect

## Lesson plan: Teamwork

Lesson Objective: (What are we going to do today) Teamwork

Review: (Questions, quick writes, quick sketch) What do we know about working on a team? Are any of you on a team? Does it have to be a sports team? What other kinds of teams might there be? Listen to children give examples (Use the ball - only the person with the ball should be speaking – See PROPS lesson plan)

Direct Instruction: (Teacher talk) I am going to show you an example about how much stronger we are as a team – working together, than one person alone or even small groups. I will show you how this works with a single sheet of paper and later with a rope. Hold up the single sheet talk about it as if it were one person. Tear it in half – See? This tears very easily. Put the two pieces together, here are two people working together, it still tears, but not as easily. Put the four piece, together, wow, this is getting hard to tear. Continue on until you absolutely cannot tear the paper. Now let's use a rope to show the same thing...pull one strand out and show how easy. It is to cut....then try to cut the entire rope.

Guided Practice: (They work, you observe, computer time)  
Give them each their own piece of paper and walk them through it so they can physically experience how difficult it becomes to tear the papers. Give them each a small piece of rope – let them try to cut it...they may be able to cut several strands, but probably not the entire thing.

Individual practice: (They work, practice new skills) Let them go back to their desks and try it on their own. Write a short paragraph about teamwork and what it means to them.

Check for understanding: (Double check where the rough spots are) Watch them as they are going through the process of tearing the paper, try to cut the rope. Read what they are writing down about teamwork.

Independent practice: If things are rough when you are working by yourself, what is a good thing to do? Ask for help? Remembering, that even two of you working together can be better than trying to do everything alone. Give them each a brand new small piece of rope.

Closure: (Ask what they learned) Show them the new piece of rope and tell them that you would like for each of them to keep that special piece of rope in their desk. If at any time they need help with something during the year they can either verbally ask for help, or show a friend or teacher the rope and that person will know that they need help, but maybe are having trouble asking. Laying the piece of rope on their desk will be a visual clue that they need help as well. If I (the teacher) takes out the rope, it means we need to come together and work better as a team.

Date used:  
Notes to self:

**LIFE ISN'T ABOUT  
FINDING YOURSELF.  
LIFE IS ABOUT  
CREATING  
YOURSELF.**

(UNKNOWN)

# **Unit:**

## **Establishing Procedures, Relationships and Respect**

### **Lesson plan: Classroom neatness, safety and organization**

Lesson Objective: (What are we going to do today) Classroom neatness, safety and organization  
Start in circle time.

Review: (Questions, quick writes, quick sketch) How do you feel when you can't find something? How do you feel when something is left out on the floor and you trip on it, and possibly even get hurt?  
Do you feel that you work better in a clean, neat area, or a messy, dirty area?

Direct Instruction: (Teacher talk) SANE (Somebody, Anybody, Nobody, Everybody)

Read story:

This is a little story about four people named Everybody, Somebody, Anybody and Nobody. There was an important job to be done and Everybody was sure that Somebody would do it. Anybody could have done it, but Nobody did it. Somebody got angry about that because it was Everybody's job. Everybody thought that Anybody could do it, but Nobody realized that Everybody wouldn't do it. It ended up that Everybody blamed Somebody when Nobody did, what Anybody could have done.

Guided Practice: (They work, you observe (our computer time) You have left out some things in the room. Pick four students to stand up and look around to see if they can spot them. 4 obvious things. Have those 4 students go correct the safety issue or organizational or neatness problem. Have them pick 4 new students. Repeat the process.

Individual practice: (They work, practice new skills) Let's go back to our desks and write a short story about this

Check for understanding: (Double check where the rough spots are) Walk around and read what they are writing.

Independent practice: As you go through the day at school, and tonight at home work on putting things back in place, pick things up, ask other people if you can help them straighten up or organize.

Closure: (Ask what they learned) How do you feel when things are neat, safe and organized? What can happen when things are kept this way? High Quality Learning!

Date used:

Notes to self:



# Unit: Establishing Procedures, Relationships and Respect

## Lesson plan: Different Perspectives

Lesson Objective: (What are we going to do today) Teaching perspectives, start in circle time.

Review: (Questions, quick writes, quick sketch) What does it mean when someone says, well, from my perspective, I think this.... Do we all have different thoughts and experiences? Can those thoughts and experience influence the way we “see” things? Let’s think of some examples:

Direct Instruction: (Teacher talk) I’m going to have you each look at a picture by yourself. Half of you will see one picture, half will see the other picture. You will not know what picture your neighbor looked at. Please keep it a secret. You will then go back to your seats quietly and take out your blue writing journal. You will write a short paragraph about the picture that you looked at. What was happening? Were there any feelings involved? Etc.

Guided practice: (They work, you observe (our computer time) I would actually walk them through an example. Show them a picture of a child sitting alone and as a group we could come up with a list of things we thought were happening. Show them what the short paragraph may look like.

Individual practice: (They work, practice new skills) I actually have four pictures, 2 will be the same, at different parts of the room – I will call on them 4 at a time to go to the stations and look at the picture by themselves. After they have looked at the picture and return to their seat they may begin writing.

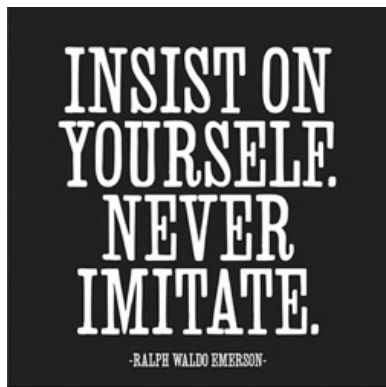
Check for understanding: (Double check where the rough spots are) I will walk around and read what they are writing. They may go back and look at their picture again if they feel it is necessary

Independent practice: I would then show them the pictures have the students that looked at one picture go to one side of the room, the other picture the other side. Then then will pair up, find a spot to sit down and read their “stories” to each other. I will observe reading, exchange, talking, maybe laughing. I will ask if anyone wants to share what they learned.

Closure: (Ask what they learned) We will come back to circle. What happened? Did you both think exactly the same thing about the picture you both looked at? Is it okay that you wrote about different things? When might that happen in our classroom? Is that ok?

Date used:

Notes to self:



# **Unit:**

## **Establishing Procedures, Relationships and Respect**

### **Lesson plan: Positive Thoughts, Comments About Self and Others**

Lesson Objective: (What are we going to do today) Learn to say positive things outloud about ourselves and others.

Review: (Questions, quick writes, quick sketch) What is a positive, community, self building comments? Give some examples. How do those kind of comments make you feel? Why are they important, and why are positive comments important?

Direct Instruction: (Teacher talk) I am going to give each of you a small bag of plastic chips. They will have red, white and blue chips in them. For the red chip you must say something positive about yourself, for the white chip you have to say something positive about someone else, for the blue chip you have to say something positive about the group. Let's do a couple examples. I will use my family as an example. "I am a good listener." (Red chip) "My husband is a very good organizer". (White chip) "My family gets jobs done quickly because we cooperate well." (Blue chip) I will now have you count off by 7's so we will have 3 in a group, then we will go to our stations and practice this in groups of 3. Hold up the chips and ask who they would make the comment about for each color.

Guided practice: (They work, you observe (our computer time) Have them break out in their groups and walk them through one or two examples. Ask if there are any questions – then praise them as a group!

Individual practice: (They work, practice new skills) Have them go around the circle. One person draws out a chip, makes their comment, then the next person does it. They will have 9 responses total.

Check for understanding: (Double check where the rough spots are) Walk around, observe and listen to their comments, interject if necessary, remember or jot down some comments.

Independent practice: When they are at home, or the rest of the day during school, see how many times they can appropriately give friends, teachers, family members a positive comment.

Closure: (Ask what they learned) Come back to the circle. How does it feel to say something good about yourself? Someone else? Your group? How do you feel when someone says something positive about you? Your group?

Date used:

Notes to self:



**whatever you are,  
be a good one**

(abraham lincoln)

# **Unit: Establishing Procedures, Relationships and Respect**

## **Lesson plan: Appreciating Diversity**

**Lesson Objective:** (What are we going to do today) Learn to appreciate diversity (differences)

**Review:** (Questions, quick writes, quick sketch) Circle up. Let's talk about all the things we have in common. Can someone name some things that all of us have in common. Examples: We all eat, sleep, breathe, cry, laugh, etc. Now let's talk about special things that make us different: Race, gender, age, hair color, eye color, names, etc.

**Direct Instruction:** (Teacher talk) We are going to stand up in our circle. When I call out something that is true for you, gently come to the center of the circle and do a high five with someone else that comes to the center. If you are the only one (which that might not happen) clap your hands over your head!

**Guided practice:** (They work, you observe (our computer time) Call out and example : Do you breathe? (of course the whole group will come to the center - gentle high five then move back out to the circle. Start to be more specific – If you are a boy! (all boys to the center) if you are a girl! (all girls to the center), etc. Ask if they have any questions. Now we are going to break into 3 groups. Count off by 3's...Group 1 by the door, Group 2 by the reading station, Group 3 by my desk. Stand in your circle. Each call out something and see who comes to the center. Notice when you all come in!

**Individual practice:** (They work, practice new skills) Let them get in their groups and start.

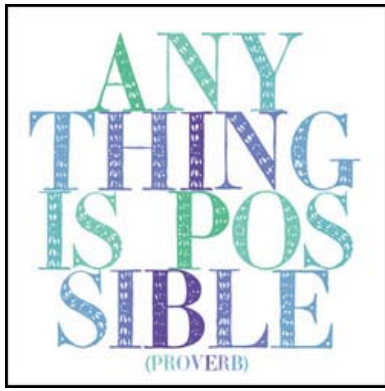
**Check for understanding:** (Double check where the rough spots are) See if they are calling out appropriate things, if the children are moving in and out of the circle.

**Independent practice:** Come back to center and have the children take turns being the leader for the entire group.

**Closure:** (Ask what they learned) What did we learn about each other? Do we have more things in common than we do differences? Why is that important for us to know, or be able to remember? (Just because someone looks or sounds different, we don't have to be afraid. We are probably more like them than different)

Date used:

Notes to self:



# **Unit:**

## **Establishing Procedures, Relationships and Respect**

### **Lesson plan: Recipe for Good Self-Esteem & Confidence**

Lesson Objective: (What are we going to do today) Recipe for Self-Esteem

Review: (Questions, quick writes, quick sketch) What is a recipe? What are recipes used for? Give me some examples. What is self-esteem and confidence. Give some examples. What if we could write a recipe for good self-esteem, or a very positive way to look at ourselves and others? Wouldn't that be great? It might look similar to a cooking recipe, but of course it would not be with physical ingredients, but the feelings, emotions, and outlooks that make us up as positive people!

Direct Instruction: (Teacher talk) Instruct the students to list ingredients for a healthy self-esteem and a write paragraph on how they have to combine the ingredients. Ask questions such as "What ingredient comes first?" and "What ingredient do you need the most of in the recipe?"

Guided practice: (They work, you observe (our computer time) Give them some examples. Such as 1 cup of humor or 3 cups of laughter. Ask them to think about what "ingredient" they would think is the most important. Write a short sample and have them shout out things to include.

Individual practice: (They work, practice new skills) Have them write on their own for a while as you walk around and look at what they are writing.

Check for understanding: (Double check where the rough spots are) Have them put their pencils down and "shout out" some of the things they are writing about – telling them it is a positive thing to share as you may help someone else thing of something. Independent practice: Have them finish up writing their stories and read it to themselves (maybe even all reading out loud at the same time)

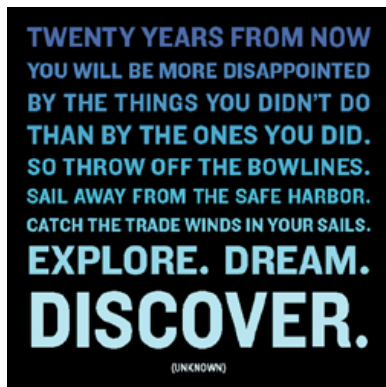
Group practice: Have them find a partner and share their story with a partner

Closure: (Ask what they learned) Is it easy to write a recipe, but sometimes hard to find those qualities in ourselves? Why do you think that is so? Is it bragging? Can we say good things about ourselves if they are true? And we are humble? How can you help someone else's confidence or self-esteem?

Date used:

Notes to self:





# **Unit:**

## **Establishing Procedures, Relationships and Respect**

### **Lesson plan: Thumbprints - Beautiful, Special, Unique YOU!**

Lesson Objective: (What are we going to do today) Thumbprints, Beautiful, Special, Unique You!

Review: (Questions, quick writes, quick sketch) What do we know about our fingerprints? Are they all different, does anyone have exactly the same fingerprints? Is each fingerprint totally unique? So what does that mean, if our finger prints are totally unique, that means that each of US is totally unique! We all have certain traits and characteristics that make us special and the one and only US!

Direct Instruction: (Teacher talk) Today we are going to make thumbprint animals and as we make our thumbprints we are going to do a little investigating. There are 5 general types of patterns that appear in fingerprints, but NO TWO FINGERPRINTS ARE EXACTLY THE SAME! We are going to put our thumb on an ink pad, then carefully press our thumb to the clean piece of paper that I give you. When the ink has dried, you may take out any markers you need and turn your thumbprint into a “creature” or animal. It doesn’t have to be an existing animal, it can be any kind of animal or creature you would like.

Guided practice: (They work, you observe (our computer time) Walk through how to press your thumb into the ink and put it on the paper (not pressing too hard, or you will fill in the thumbprint) It will dry quickly and you can add eyes, a tail, ears, nose and possibly feet or legs to make a creature out of your thumbprint.

Individual practice: (They work, practice new skills) They begin the project by pressing their thumb in the ink, then placing it on the paper. They then take out their markers and create their creature.

Check for understanding: (Double check where the rough spots are) Walk around and watch, assist if necessary.

Independent practice: They work on their own.

Group practice: Find a partner and explain what your creation is and which one of the 5 patterns is in your thumbprint. Ask when they are finished to put their creation up on the bulletin board.

Closure: (Ask what they learned) Form a semi-circle by the bulletin board. Look at all the different creatures/animals! No two are the same, just like us! They are all special and unique!

Date used:

Notes to self:

**Let your  
light shine.  
Be a source  
of strength  
and courage.  
Share your  
wisdom.  
Radiate love.**

-Wilfred Peterson

# **Unit:**

## **Establishing Procedures, Relationships and Respect**

### **Lesson plan: Self-Collages**

Lesson Objective: (What are we going to do today) Designing Self Collages

Review: (Questions, quick writes, quick sketch) What is a collage? What might a self-collage be? How could we show ourselves in pictures?

Direct Instruction: (Teacher talk) Today I brought in a lot of magazines about different subjects. I'm going to let you have awhile to look through the magazines. Cut out pictures, words, phrases that might tell someone about you. We are going to create our own collages, but not put our names on them quite yet. We will hang them up around the room when we are done, and we will try to guess which collage belongs to which student. Please spread yourselves out so you can work a bit privately on your own collage. If you need help, raise your hand and I'll come over.

Guided practice: (They work, you observe (our computer time) Here, let me show you a couple of things from my self-collage. I have a picture of a woman doing yoga because I teach yoga. I have a paint brush and some paint because I am an artist. I have a lot of books because I love to read.

Individual practice: (They work, practice new skills) Have them start to look through the magazines and cut out. Recommend to them if they can't find a specific picture or word, they are welcome to make it up on their own.

Check for understanding: (Double check where the rough spots are) Make sure choices are appropriate and really about "them".

Independent practice: They will be practicing reading, cutting, pasting, organizing, staying on task. When finished, put your name on the back and go lay it on my desk, face down.

Group practice: Clean up as a group! Pick up all the paper scraps on the floor, maybe even sweep! Put all the magazines either back on the shelf or in recycling. Put all other supplies away.

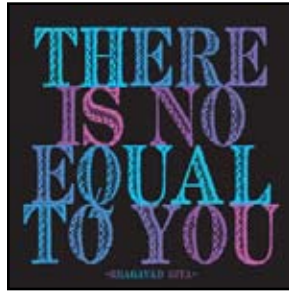
Closure: (Ask what they learned) Tell the kids you will "debrief" after you are able to hang all the self-collages up to look at. Once they are up, sit down in a semi-circle looking at the board. Talk about the pictures, the words, your thoughts. Then look at the number next to each collage, write down who you think the collage belongs to and why!

Date used:

Notes to self:

# Establishing Procedures, Relationships and Respect (Unit: 10 Lesson Plans)

## Circle of Space



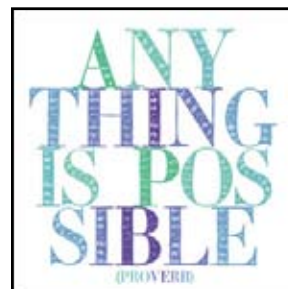
**Positive Thoughts,  
Comments About  
Self and Others**

## P.R.O.P.S.



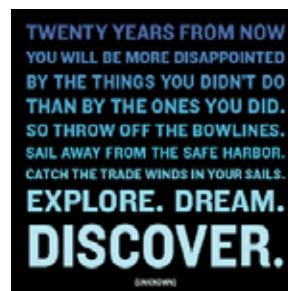
**Appreciating Diversity**

## Teamwork



**Recipe for Good  
Self-Esteem  
& Confidence**

**Classroom  
neatness, safety  
and organization**



**Thumbprints -  
Beautiful, Special,  
Unique YOU!**

## Different Perspectives



**Self-Collages**